DOCUMENT RESUME

ED 387 706 CG 025 549

AUTHOR	Peterson, Jean Sunde; Espeland, Pamela, Ed.
TITLE	Talk with Teens about Self and Stress: 50 Guided Discussions for School and Counseling Groups.
REPORT NO	ISBN-0-915793-55-5
PUB DATE	93
NOTE	183p.
AVAILABLE FROM	Free Spirit Publishing, Inc., 400 First Avenue North, Suite 616, Minneapolis, MN 55401 ($19.95).
PUB TYPE	Books (010) -- Guides - Non-Classroom Use (055)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Academically Gifted; *Adolescents; At Risk Persons; Behavior Problems; Conflict Resolution; Depression (Psychology); *Discussion Groups; Dropouts; Elementary Secondary Education; *Group Counseling; *Interpersonal Competence; Peer Counseling; Problem Solving; *Self Concept; Stress Variables; Underachievement

ABSTRACT

Written to meet the affective need of adolescent students to share their feelings and concerns with supportive listeners, this document contains 50 guided discussions on various topics relating to three focus areas: the self, the self and others, and stress. Under the focus of the self topics include: personal strengths and limitations; behind the facade; going to extremes; who and what defines us; in control, out of control; making mistakes; and success and failure. Under the focus of the self and others topics include: how others see us; those who influence; responding to authority; who can we lean on; and tolerance and compassion. Under the area of stress topics include: sorting out the sources of stress; dealing with others' expectations; role models and strategies for coping with stress; substance abuse; and vulnerability to cults and demagogues. The discussions are intended to help students: (1) gain self-awareness; (2) make better decisions; (3) solve problems; and (4) deal more effectively with their various environments. Each discussion has a focus topic as well as objectives and suggestions of goals to work toward in each session. Several discussions include activity sheets that may be photocopied for group use. The discussion guides may be modified to deal with special populations such as at-risk students, gifted students, and students returning from or in treatment for substance abuse or eating disorders. The document also contains guidelines for group leaders that deal with: (1) ethical behavior; (2) dealing with students who are quiet or shy; (3) handling emotional bombshells; and (4) counseling individual group members. (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****